Welcome! In this special issue of the AAALGrads newsletter, you will find:

- Letter from the GSC co-chairs and newsletter co-editors
- Profiles of the GSC Steering Committee members and newsletter co-editors
- Conference proposal tips from the AAAL leadership
- Summary of our 2020 needs analysis survey
- Covid-19 resources for graduate students
- Interviews about Covid-19 with applied linguists and administrators
- Quarantine stories from graduate students
- Q&A with the AAAL leadership
- Call for the Fall 2020 issue of the AAALGrads Newsletter
- Survey about the new newsletter format

We welcome your feedback and input. You can leave comments in our surveys, or reach us through email at grad@aaal.org OR aaalgrads@gmail.com.
Dear fellow graduate students,

Welcome to this summer special issue of the AAALGrads newsletter! We have planned and put together this issue of our newsletter to address the challenges and experiences of graduate students in face of the Covid-19 pandemic.

Most, if not all, of us have been impacted in some form or another by the Coronavirus. Classes were moved online in a hurry. Travel and research agendas were disrupted. Funding was rescinded. Questions about visa status and time to degree emerged. In this time of uncertainty and ambiguity, the GSC Steering Committee is committed to supporting our fellow graduate students. Our goals with this special issue are to make the impact of Covid-19 visible and to create community among graduate students. As we stand in solidarity with you all in these difficult times, we hope that this issue will give you a voice, provide you with valuable resources, and connect you with one another and with the AAAL leadership.

In our summer issue, you will find the following items:

- **Profiles of the GSC Steering Committee members and newsletter co-editors**: Earlier in 2020, the GSC leadership changed. We want to take this issue as an opportunity to introduce you to the new Steering Committee members and newsletter co-editors. Our profiles will inform you about our academic backgrounds and what we have been up to since the start of the pandemic.

- **Conference proposal tips from the AAAL leadership**: The deadline for abstract submissions for AAAL 2021 in Houston is approaching fast. Drs. Kendall King, Patsy Duff, and Charlene Polio have put together an informative and comprehensive guide on the abstract submission and evaluation process.

- **Summary of our 2020 needs analysis survey**: In June 2020, we launched a needs analysis survey that was shared via our various platforms to find out more about how the graduate student community has been impacted by the pandemic. We were also hoping to learn how we can support you in these difficult times. In our write-up of the survey responses, you will learn more about the experiences of graduate students affected by Covid-19.

- **Covid-19 resources for graduate students**: Based on the needs analysis survey, we have compiled a list of resources that we hope will support you as you negotiate our new reality. In this section, you will also find an informative piece about changed funding situations by Georgia Ehlers, director of the Office of Fellowships and Community Engagement at the University of Arizona.

- **Interviews about Covid-19 with applied linguists and administrators**: We have asked four applied linguists and higher education administrators, Drs. Suzanne Panferov Reese (University of Arizona), Sara Cushing (Georgia State University), Chelsea Timlin (Brown University), and Christine Tardy (University of Arizona), to give us their thoughts and opinions about the impact Covid-19 has had on academia and higher education, and what challenges the pandemic has created. You will also find valuable tips and strategies in this section.

- **Quarantine stories from graduate students**: Earlier this year, we asked graduate students to submit their Covid-19 stories through our social media channels. In this section of the newsletter, find out what some of your peers have been up to since the start of the pandemic.

- **Q&A with the AAAL leadership**: In the needs analysis survey, we elicited questions you had for the AAAL leadership. Read their responses in this section of the newsletter. You can also submit additional questions and provide further input through the surveys linked in this section.

- **Call for the Fall 2020 issue of the AAALGrads Newsletter**: In response to the death of George Floyd and the protests sweeping the nation thereafter, our Fall 2020 issue will be centered on the theme of “Race, Equality, Justice, and Allyship.” We cordially invite you to contribute to our fall issue to continue the dialogue about creating more equitable, diverse, and racially just spaces in higher education, language learning, and society at large.

- **Survey about the new newsletter format**: You may be aware that we used to publish the newsletter as a single PDF. The GSC Steering Committee decided to change the format of the newsletter, starting with this website-based summer issue. As we continue exploring options, we want to hear your opinion, too. Please take a moment to fill out our survey about this issue of the newsletter. Your feedback will help us to better serve you and meet your interests in the future.

Finally, the co-chairs and co-editors want to thank our colleagues on the Steering Committee and all GSC sub-committee members. They have been working tirelessly this summer to make this special issue happen. We’re grateful for their contribution and commitment to the GSC and the graduate community as a whole.

Sincerely,

Stefan Vogel & Zhenjie Weng, co-editors
Haoshan Ren & Laxmi Prasad Ojha, co-chairs
Zhenjie Weng

**Newsletter Co-Editors**

Zhenjie is a Ph.D. candidate in the Foreign, Second, and Multilingual Language Education (FSMLE) program at the Ohio State University (OSU). She teaches an online listening and reading course for the Intensive English Program at OSU during the fall semester and an online course on Systemic Functional Linguistics and statistics during the spring semester. As one of the AAAL Grads Newsletter Co-editors, she plans the fall and spring editions with the help of a social media coordinator. Zhenjie is experienced in reviewing and editing submissions for both local and international journals and newsletters. Currently, Zhenjie is taking on a new role as the Editor-in-Chief of the Ohio State University Multilingual Language Education (OSUMLE) journal, working closely with the OSU multilingual language and culture center. She is also involved in a longitudinal project on teacher agency in multilingual classrooms, and serves on the Board of Trustees of the Fund for the Future of Applied Linguistics (FFAL). Zhenjie is co-chair of the AAAL Fund for the Future of Multilingual and Multicultural Education (FFMME), a member of the Conference Connections Committee, and co-chair of the Diversity and Inclusion Committee. In her free time, she enjoys cooking Chinese food and watching movies and TV shows. When not preoccupied with all her academic work, Zhenjie spends her free time learning to dance and playing with her two cats.

Josiah Murphy

**Steering Committee Member**

Josiah is a Ph.D. student in the Department of Foreign, Second, and Multilingual Language Education (FSMLE) program at the Ohio State University (OSU). He leads the AAAL Graduate Student Council’s Social Media Committee in planning and leading Steering Committee meetings and collaborating with them on different tasks. Josiah is working as an online instructor at the OSU Writing Center and is responsible for planning and leading Steering Committee meetings and sub-committees, working directly with the steering committee to develop strategies for the promotion of minoritized language and culture. Josiah enjoys reading sci-fi literature, taking care of his plants, and keeping in touch with friends online. When not preoccupied with all his academic work, Josiah spends his free time going for a walk around his favorite Boomer lake.

Svetlana Koltovskaya

**Steering Committee Member**

Svetlana is a Ph.D. candidate in the Department of Teacher Education at the University of Hawai'i at Manoa. She is interested in researching the identity and agency of language teachers, particularly as they emerge in and are enacted through curricular professional development activities. Svetlana is working as a graduate student coordinator at the Intensive English Program at OSU during the fall semester and an online course on Systemic Functional Linguistics and statistics during the spring semester. As a member of the GSC Steering Committee, she works with her team on the development and organization of topics and themes for the AAAL GSC Webinar Series and the AAAL GSC Newsletter. When she has free time, Svetlana enjoys spending time with her friends, writing teachers, particularly as they emerge in and are enacted through curricular professional development activities. Svetlana enjoys spending time with her friends, writing teachers, particularly as they emerge in and are enacted through curricular professional development activities. Svetlana enjoys spending time with her friends, writing teachers, particularly as they emerge in and are enacted through curricular professional development activities. Svetlana enjoys spending time with her friends, writing teachers, particularly as they emerge in and are enacted through curricular professional development activities.

Stefan Vogel

**Steering Committee Member**

Stefan is a Ph.D. candidate in the Language Acquisition and Teaching at Contexts (LACT) program at the University of Arizona. He leads the AAAL Graduate Student Council’s Conference Connections Committee in planning and leading Steering Committee meetings and sub-committees, working directly with the steering committee to develop strategies for the promotion of minoritized language and culture. Stefan is currently working as an online instructor at the Intensive English Program at OSU during the fall semester and an online course on Systemic Functional Linguistics and statistics during the spring semester. As a member of the GSC Steering Committee, she works with her team on the development and organization of topics and themes for the AAAL GSC Webinar Series and the AAAL GSC Newsletter. When she has free time, Stefan enjoys spending time with his family, playing piano, hiking, and watching mysteries and urban legends on YouTube.

Lupe Rincon-Mendoza

**Steering Committee Member**

Lupe is a Ph.D. candidate in the Department of Applied Linguistics at the University of Southern California. She leads the AAAL Graduate Student Council’s Event Planning Committee in planning and leading Steering Committee meetings and sub-committees, working directly with the steering committee to develop strategies for the promotion of minoritized language and culture. Lupe is currently working as a conference coordinator at the Intensive English Program at OSU during the fall semester and an online course on Systemic Functional Linguistics and statistics during the spring semester. As a member of the GSC Steering Committee, she works with her team on the development and organization of topics and themes for the AAAL GSC Webinar Series and the AAAL GSC Newsletter. When she has free time, Lupe enjoys spending time with her friends, writing teachers, particularly as they emerge in and are enacted through curricular professional development activities.
Conference Proposal Tips From the AAAL Leadership

Warm greetings! As long-time AAAL conference-goers and current AAAL Executive Committee members, we want to encourage you to submit and participate in AAAL 2021. As organizers of our excellent and best-attended conference, we know that you will have the opportunity to present your latest research, network with other attendees, and have a great time! If you have any questions about the conference proposal process or anything else, please feel free to contact us at info@aaal.org.

How Does It Really Work? AAAL Conference Proposal Submission and Review

Charlene Polio, Patsy Duff, and Reilly O'Day

When you submit your proposal to attend the conference, you can choose between four different formats: roundtable, paper presentation, poster presentation, and group roundtable. Sometimes, especially if you report the results, you won't have space to discuss the implications, which is why it's important to clearly explain the design of your study and, if it is an empirical project, what data were collected and how analyzed. Next, if you are interested in the theoretical framework, be sure to include it, but don't get bogged down in it and keep references to theory and past research brief (e.g., 3-4 in-text references).

Your abstract is your opportunity to introduce your work to the conference attendees. It should clearly state the problem, method, results, and conclusions. The abstract should be written in a way that is accessible to all attendees, regardless of their specific field of expertise. In addition, when we create the AAAL program, we cluster and code abstracts by strand so that attendees can easily find presentations that align closely with their own interests.

Abstracts must be structured to fit into one of the strands that are based on the areas of applied linguistics that are of interest to the conference attendees. There are typically between 10 and 15 strands for the conference, but this number can vary depending on the number of submissions in each area.

Once the reviews are complete, each Strand Coordinator is asked to review these collectively and to make recommendations on whether to accept or reject each proposal. The actual scheduling of presentations (colloquia, roundtable or poster presentations, or individual paper presentations) is done by the conference organizers based on the recommendations of the Strand Coordinators. The reviewers use a rubric that aligns very closely with their expertise in that area. In addition, when we create the AAAL program, we cluster and code abstracts by strand so that attendees can easily find presentations that align closely with their own interests.

Some people in the past have prepared and submitted multiple proposals with the hope that their abstracts will be accepted. However, this can be a waste of time and resources for all involved. It's important to be selective and focus on submitting your best work.

In conclusion, submitting a proposal to the AAAL conference is a great opportunity to share your research, network with other attendees, and have a great time! We hope you will consider submitting a proposal for the 2021 AAAL conference. If you have any questions or need additional assistance, please feel free to contact us at info@aaal.org.
<table>
<thead>
<tr>
<th>Criterion Title/Description</th>
<th>Scale</th>
<th>Value</th>
<th>Description</th>
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<tr>
<td><strong>Appropriateness and Importance of the Topic</strong></td>
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<tr>
<td>Is this an important topic within the area? Is the presentation likely to make an original contribution to knowledge in the field? If this is a replication study, is the novel contribution evident? Are the findings (for empirical work) or the perspectives (for conceptual work) likely to be of interest to conference participants?</td>
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<tr>
<td><strong>Theoretical Orientation</strong></td>
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<td>Are the theoretical framework and research objectives of the proposal evident? In the case of a colloquium, are the theoretical framework and research objectives of each contribution evident?</td>
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<tr>
<td><strong>Research Design / Conceptual Framework</strong></td>
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<tr>
<td><strong>Research Design (for empirical studies only)</strong></td>
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<tr>
<td>Has the author provided sufficient information about (1) the participants in the study, (2) data collection, and (3) data analysis procedures? Is the design appropriate for the research questions or hypotheses? Are the findings of the research stated, or if the analyses are ongoing, are there clear indications of how the findings will answer the research questions?</td>
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<tr>
<td><strong>Conceptual Framework (for conceptual studies only)</strong></td>
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<tr>
<td>Has the author included an integrated discussion of the literature with evidence of up-to-date thinking? Is there a mention of how the topic has been treated by</td>
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</table>
other researchers? Does the author provide a clear exposition of how this work advances the field?

**For Colloquia/Colloquium Papers**

Does each paper provide sufficient information about research design (if an empirical study), or a clear exposition of the treatment of the topic (if a conceptual paper)? Does each author indicate how the presentation will contribute to colloquium objectives and current issues?

**Organization and Clarity**

Is the abstract (or abstracts, in the case of a colloquium) well written? Does the proposal suggest that the presentation will be well organized and clear? If it is a roundtable proposal, are the objectives and intended outcomes and methods for engaging participants in discussion clearly stated and appropriate? If this is a proposal for a colloquium, is there a coherent theme across the papers? For a 2-hour colloquium proposal, does the overall abstract clearly indicate a schedule of activity and allow ample time for discussion and audience participation? For a 1-hour colloquium proposal, does the proposal respect the pre-determined schedule for the three papers and discussion time?

<table>
<thead>
<tr>
<th>Scale</th>
<th>Value</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Min:</td>
<td>1</td>
<td>Poor</td>
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<tr>
<td>Max:</td>
<td>6</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

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*AAALGrads 4(3) / Summer 2020*

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This piece originally published at https://www.aaal-gsc.org/conference-proposal-tips
Summary of 2020 Needs Analysis Survey

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Introduction

In response to the outbreak of Covid-19 in Spring 2020, the GSC Steering Committee initiated a survey aiming to reach out to current AAAL graduate student members. The purpose of the survey was twofold: First, we wanted to provide a platform for graduate students affected by the pandemic to share their stories, concerns, and resources. We believed this could be a first step in helping graduate students to connect with, support, and inspire one another. A second purpose of the survey was to collect requests and suggestions from the graduate student community to inform our future operation as the GSC. We sincerely appreciate all the input you have provided, which has guided us in compiling the most relevant resources and tools in these challenging times. In this section of our summer special issue, we present the analysis of survey responses and share with you the voices and experiences of the AAAL graduate community.

Survey Demographics

61 people completed this survey, including 7 who were not members at the time of filling out the needs analysis.

11% of survey participants were Master’s students, and 87% were doctoral students.

Figure 1: Survey participants by degree
59% of respondents were Americans or permanent residents, and 41% were international students studying in the United States.

Figure 2: Survey participants by immigration status

56 participants chose to identify their race or ethnicity; 54% identified as White or Caucasian, 25% as Asian, 7% as Hispanic or Latino, 3% as Black or African, and 3% as Mixed. 8% preferred not to share.

Figure 3: Survey participants by racial/ethnic background
Respondents also had the option of self-identifying their gender. 62% identified as female and 33% as male. 12% identified themselves with the LGBTQIA+ community.

Figure 4: Survey participants by gender identity

Figure 5: Survey participants by LGBTQIA+ identity
2% of respondents were younger than 23 years old. 20% were in their 20s, 68% in their 30s, and 10% in their 40s.

Figure 6: Survey participants by age group

Challenges

In our needs analysis survey, we asked graduate students about challenges regarding their research due to the COVID-19 pandemic:

- **Disruptions to research plans**: The majority of survey participants reported that their data collection plans had failed, been delayed, or needed modification due to Covid-19. Most participants were supposed to collect data either in person or travel to other countries to collect data for their research/dissertation. However, their data collection had to be postponed or moved to a different format.
- **Access to resources and faculty/supervisors**: A large number of graduate students reported that they had no or very limited access to their library and library resources (such as inter-library loans) as well as faculty. This seemed to negatively affect their work and resulted in frustration.
- **Mental health**: Many graduate students expressed difficulty concentrating on research/work and feeling unmotivated and unproductive during lockdown.
- **Work-life balance and lack of childcare**: The survey results clearly showed that parents were particularly affected by the lockdown in regard to conducting and continuing their research. Many participants reported having a hard time harmonizing work- and research-related responsibilities with childcare.
- **Financial hardship**: Lost funding and unemployment due to Covid-19 were identified as major barriers for graduate students to carry out and continue their research.
We also learned about *challenges besides research* graduate students were facing during the Covid-19 pandemic:

- **Uncertainty regarding the job market and funding:** Most respondents mentioned their ability to secure employment in the current job market after graduating as a major source of stress during the pandemic. Some answers also addressed summer jobs or funding as a major source of concern. What became particularly clear is the precarious situation of international students who depend on work on campus due to visa restrictions. Additionally, most international students indicated they could not simply go home to work due to travel restrictions.

- **Work-life balance and lack of childcare:** As can be expected, graduate students having to work from home and take care of family and children not only interfered with their research plans but also made it harder in general to complete work for school.

- **Uncertainty regarding international travel and visas:** For students with family abroad, this seemed like a very prominent issue. These students worried about their relatives abroad and mentioned that they didn’t know if they should or would be able to go back to their home countries to visit their relatives. Travel restrictions and difficulty making travel arrangements were also mentioned as major challenges.

- **Isolation from friends and the university community:** Participants mentioned feeling isolated and missing face-to-face contact or communicating with friends, peers, colleagues, and professors. Similarly to the responses about research-related challenges, it was mentioned that faculty support was hard to come by.

- **Fall teaching:** Some graduate students expressed worry about their teaching load in fall and having to prepare for online instruction.
Apart from challenges related to research and general difficulty during the pandemic, we asked graduate students to share any insights they had about how Covid-19 had affected the **current job market and funding** (as evidenced, for instance, by information they had received from their institutions or professional organizations, or their current job searching experience):

- **Disruptions in hiring/employment and increased competitiveness**: There was a general consensus about the bleakness of the current job market. Respondents mentioned that universities had rescinded job offers, postponed hiring temporarily, or completely frozen hiring indefinitely. Some respondents expressed worry that the pandemic had further exacerbated the challenges academics face in an already highly competitive job market. Universities requesting early retirements as well as furlough plans for faculty and staff were mentioned as well.

- **Graduate funding packages and requirements**: We heard from some respondents that the size of incoming graduate student cohorts at their university had been reduced. We also learned about funding being rescinded from GAs on extension during the 2020-21 academic year and student enrollment in undergraduate courses going up. Some graduate programs announced that they might not be able to support graduate students beyond the minimum guaranteed number of years. The issue of Covid-19 affecting graduation plans was raised as well. One respondent expressed frustration over their department’s unwillingness to modify the requirements for Ph.D. students during the pandemic.

- **Personal challenges and external barriers**: Some graduate students reported on difficulties while searching for jobs because of interrupted international travel or campus closures.

- **Lack of information**: Several survey participants reported that they did not have any information or were unsure about the effects of Covid-19 on the job market and funding.

- **Suggestions for AAAL/GSC and graduate students**: Some graduate students hoped that AAAL or the GSC could provide guidance in navigating the job market and continue advocating for young scholars. Others gave specific advice regarding employment, such as diversifying one’s profile and gearing one’s work and research toward jobs in the industry.

**Resources and Support**

As the section on challenges shows, the pandemic has caused tremendous distress and turbulence in terms of graduate students’ mental well-being, financial stability, and academic performance. When asked to share their sources of support, many respondents suggested that support and guidance (or a lack thereof) from departments, mentors, or advisors could be an impactful factor on graduate students’ academic performance and mental well-being during the pandemic.

In terms of **finances**, most graduate students who indicated navigating the pandemic well generally reported being able to hold on to assistantships from their institution and maintaining a certain level of stability. In addition, most graduate students were able to seek financial support...
from emergency scholarships, family members, and through government programs (such as the CARES fund).

In terms of **mental health**, most graduate students were able to seek/receive support from their family members, friends, academic advisors, and other social circles (e.g., church groups, staying connected online). In addition, many participants indicated that they had successfully reached out to mental health and counseling services.

Regarding **academic work and performance**, graduate students highlighted that they found online services or events, such as graduate writing groups, useful. As mentioned in the challenges section, the pandemic has had a severe, negative impact on graduate students’ research projects. Many of the students affected were struggling to alter their research plans. As indicated in Figure 7, 71% of survey respondents experienced some form of disruption to their research because of Covid-19. Among these, 27% reported not being able or only partially being able to overcome difficulties with their projects. Those who indicated that they had been able to modify their research described the following tools and resources as helpful in continuing or adapting their projects:

- **data collection** ([Qualtrics, Google surveys, LimeSurvey, the Words in the World Open Office Hours](#))
- **data analysis software** ([E-Prime Go, PsychoPy, corpus tools](#))

When it comes to **teaching**, most of the responses credited tools that enabled transitioning to online instruction while resembling in-person teaching, such as:

- **Communication technology** ([Zoom](#))
- **Collaboration tools** ([Google Suites, Google Docs](#))
- **Course management systems** ([Canvas](#))
- **Video-sharing platforms** ([YouTube](#))
- **Video editing technologies** ([iMovie, VoiceThread, Flipgrid](#))
- **Scheduling and record keeping platforms** ([Doodle, MyWConline](#))
- **Poling platforms** ([Poll Everywhere](#))
- **Cloud storage** ([Google Drive](#))

Some survey participants also benefited from social media along with open online courses available on the web:

- **Social media** ([Facebook](#))
- **Open online course** ([webinars, MOOCs, writing spaces](#))

Others were more pragmatic in their use of tools and resources, and mentioned physical equipment that was helpful while working online:

- **Ergonomic tools** ([laptop stand, wireless keyboard and mouse, back support](#))
- **Tech tools and hardware** ([noise cancelling headphones, printer](#))
Human resources were also framed as a significant factor in teaching and conducting research online. Most of the respondents claimed they benefited from their advisor’s help as well as support from their peers. The survey data highlighted the importance of collaborating with experienced peers and colleagues, and advisors being flexible.

Institutional support was a crucial element in informing graduate students about available resources and tools, like technology or software tutorials, workshops, or equipment. At the same time, the survey data shows that some institutions must make a stronger effort to fully accommodate and better support graduate students. One example that was mentioned in the survey was about virtual workshops not being recorded for students to view in accordance with their own needs and schedules.

Where to find additional support:
- In the “Interviews About Covid-19” section of our newsletter, we provide further insight into the effects of Covid-19 on graduate education, including the job market.
- In our “Resources for Graduate Students” section, you can learn more about funding. We have also compiled a list of resources based on the challenges graduate students reported on in the needs analysis survey.
- You may also want to check out our “Q&A With the AAAL Leadership” page.

Areas of Student Interest/Need and Future Events

Finally, we asked what topics you would like to learn about and what kinds of events and resources the GSC can offer in the future. In the table below, we give a detailed overview of the major areas of interest or need mentioned in the survey, including specific examples from the survey responses and a frequency count for each area.

<table>
<thead>
<tr>
<th>Major area of interest or need</th>
<th>Specific examples and mentions from the survey data</th>
<th>Frequency count</th>
</tr>
</thead>
</table>
| Jobs, job market, & employment | ● Current job market and prospects  
● Successful job search and hiring during the pandemic  
● Remote jobs  
● Alt-ac/non-traditional careers  
● Challenges experienced by contingent faculty | 18 mentions |
| Teaching                      | ● Principles of online teaching  
● Designing online teaching  
● Impact of Covid-19 on language learning  
● Inclusiveness in online teaching  
● Engaging students in online environments | 10 mentions |
<table>
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<tr>
<th>Section</th>
<th>Topics</th>
<th>Mentions</th>
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</table>
| Research                                     | • Designing and conducting online/remote research (data collection,  continuity, technology, online ethnography, researching internationally)  
• Research ethics  
• How to create (social) change through research | 20       |
| Community                                    | • Online support groups and gatherings to build community/solidarity, stay connected, share what people are up to, and exchange resources  
• Hear from professors to build mutual understanding and create empathy  
• Climate survey | 15       |
| Resources and Professional Development       | • Webinars, talks, panels, and general information about professional development opportunities, remote jobs, hot topics in applied linguistics, the effects of Covid-19, teaching, research, fellowships, internships, grants, and the AAAL 2021 conference/presenting  
• Updates through the AAALGrads Newsletter  
• Grant opportunities through AAAL | 21       |
| Advocacy, Support, Self-care & Well-Being    | • Addressing bad practices in academia  
  o Build awareness about graduate students’ precarious situation (during the pandemic and in general)  
  o How to address relationships with difficult faculty  
  o Promote humane working conditions in academia  
• How to communicate (with supervisors) about challenges and expectations during the pandemic  
• How to receive support from faculty  
• How to navigate life as a graduate student and parent  
• Keeping international students safe  
• Work-life balance, motivation, and staying organized | 19       |
| Funding                                      |                                                                        | 6        |
Figure 8: Needs, interests, and input for future GSC events

This report was jointly prepared by:

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COVID-19 RESOURCES FOR GRADUATE STUDENTS

PART 1

Opportunities Arose When Funding Priorities Changed

A: What can I do to find and apply for funding?

B: You have been funded for dissertation research abroad. With the Global Level 4 Health Advisory, travel is restricted, and your funding may be in jeopardy. What can you do?

A: I have been funded for dissertation research abroad. With the Global Level 4 Health Advisory, travel is restricted, and my funding may be in jeopardy. What can I do?

B: I can't attend school without support. I have applied for funding, but my funding requests were rejected. Can you help me?

A: If you were evacuated from the field, your commitment is, no doubt, still strong. It may take time, but you'll find a way to cover your expenses.

B: How can I frame my work to be more broadly eligible? Although rejection is a setback, there is always much to be learned from the process. How can I improve my proposal?

A: Can you access awarded funds for remote research or other expenses? Has your research fallen out of favor because you cannot travel for your study abroad? Are you considering a backup plan in case you are unable to travel for some time and must change your topic or methods?

B: What can we do about different funding programs and some even encourage graduate students to apply to be readers of applications. We should scan those emails that list funding opportunities.

A: How do I search for grants by discipline or for underrepresented groups?

B: You can find advanced searches for your field on websites like grants.gov or specific databases like Proquest. These sites provide access to information about grants and funding opportunities.

A: What are the best strategies for reading applications and writing funding requests?

B: Reading is a key component of the application process. You should read the current research which may benefit from the methods of your discipline, talk with your advisors, and consider your interest.

A: What can I do to support myself during this time of uncertainty?

B: You can access awarded funds for remote research or other expenses. Has your research fallen out of favor because you cannot travel for your study abroad? Are you considering a backup plan in case you are unable to travel for some time and must change your topic or methods?

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How did you solve conflicts or overcome difficulties during Covid-19?

Christine Tardy

Sara Cushing

Christine Tardy

She teaches courses in language program in Second Language Acquisition and Teaching from the University of Arizona. Previously, she served as teaches in Public and Applied Humanities at the University of Arizona. She often shares her insights about managing conflicts and overcoming difficulties during the pandemic.

Cristine Tardy has been particularly affected by the challenges of remote learning. She has had to adjust her pedagogical style to accommodate the constraints of online teaching. She has been faced with conflicting priorities, such as ensuring that students are engaged and understanding the material, while also managing her own workload and personal life.

Sara Cushing has also struggled with the challenges of teaching remotely. She has had to adapt her teaching style to accommodate the needs of students who are learning from home. She has had to manage her own workload and personal life while also juggling the demands of teaching.

Both Christine and Sara have been faced with the challenge of managing their time effectively. They have had to prioritize their tasks and focus on what is most important. They have had to be flexible and adapt to the changing circumstances of the pandemic.

Christine and Sara have found ways to maintain a sense of normalcy during this time. They have found ways to connect with others, whether it be through virtual meetings or by checking in on their progress. They have found ways to keep their spirits up and stay motivated.

This pandemic has disrupted our lives and created all sorts of chaos. It has raised frustrations and flared tempers. It has exposed old festering wounds of intolerance and bigotry. Now is the time to manage life when everything is uncertain. Manage by the hour, rather than the year.

As this crisis began, I was preparing for my dissertation defense while holding a new full-time job and adjusting to life as a doctoral student. I am extremely grateful for the team of instructional technologists at the University of Arizona who have been able to provide me with the tools and support I need to continue my work.

The majority of my interactions are with faculty, and it has become quite apparent that there exists a real hesitation to relying so heavily on technology in language teaching. While there is technology has risen for obvious reasons, so my to-do list has actually grown significantly in the last few months. I have found myself learning new teaching tools and approaches; if you are doing research, be flexible and do what you can with the resources you have.

There will still be jobs for language professionals, but those might look very different from the ones we are used to. The ability to adapt and be flexible is going to be critical in the coming years. I think we are at a watershed moment (to quote from a webinar I watched recently) and it's how we manage these times, for example. Most faculty are very strong and flared tempers. It has exposed old festering wounds of intolerance and bigotry. Now is the time to manage life when everything is uncertain. Manage by the hour, rather than the year.

Covid-19 has brought us closer to a crisis, I think, with students largely dissatisfied with the quality of online learning and the increased requirements for technology. Many students are struggling to keep up with the demands of online learning while also managing their personal lives.

The long-term effects are still unclear, but I suspect higher education in the U.S. will look quite different for a while. I tell my own students to focus on the things they can control: If you are in graduate school, think about how you can position yourself for other types of careers, for example. As this crisis began, I was preparing for my dissertation defense while holding a new full-time job and adjusting to life as a doctoral student. I am extremely grateful for the team of instructional technologists at the University of Arizona who have been able to provide me with the tools and support I need to continue my work.

I think we are at a watershed moment (to quote from a webinar I watched recently) and it's how we manage these times, for example. Most faculty are very strong and flared tempers. It has exposed old festering wounds of intolerance and bigotry. Now is the time to manage life when everything is uncertain. Manage by the hour, rather than the year.

Many of the conflicts I have experienced during this time have stemmed from a struggle to cope with the increased demands of teaching online. I have found myself facing conflicting priorities with no clear road map for the future. But even in the face of this uncertainty, we must continue to aspire to greater goals of education and improving humanity.
Quarantine Stories From the Graduate Student Community

When shelter-in-place orders were put into effect throughout the United States, many of us felt isolated and disoriented. To find out more about the strategies graduate students have been using to cope during the pandemic, our social media sub-committee collected stories of resilience, optimism, and hope through our social media channels. Check out these amazing contributions from members of the graduate student community!

Yunjung (Eunice) Nam

Hello, AAL Grads! While staying at home, I have been working on the ‘Home Cafe’ project— in preparation for a potential second job in addition to an applied linguist. 😆 I have been making diverse kinds of coffee, tea lattes, and fruit juice. It has been a great therapy for my tired soul and body!

Xian (Jan) Li

Hi, everyone! I fostered a cat (Frankie) when the whole shelter-in-place thing started. She has been the best supervisor to my study and a great company during this unusual time. I ended up adopting her last month. Super grateful for this furry colleague.

Selahattin Yilmaz

Hello, AAL Grads! I am Selahattin Yilmaz, a Ph.D. candidate in applied linguistics at Georgia State University, Atlanta. Thanks to the awesome GSC team, I get to share with you some photos of my cooking and a little bit about me. Currently, I’m working on finishing my dissertation. And since I’ve been spending more time at home than usual with the pandemic, I’ve been able to cook and bake quite often. I’m generally interested in finding ways to make traditional recipes healthier, which, I think, has helped me stay healthy and challenged during the lockdown. I hope you like the photos here from some of my cooking that I usually post on my cooking Instagram account (@myworldoftastes). Stay safe and healthy as we have many more amazing AAL conferences to have.

Qian Wan

Hello! I’m Qian and this is my furry friend, Riley, a gray domestic shorthair bilingual cat. He enjoys chasing after his toys and reading linguistics papers beside my computer. 😆 I’m so happy to have been staying with him during this lockdown and we hope everyone will stay safe and well!

Tianfang (Sally) Wang

Hi, AAL Grads! During the pandemic, cooking helps me stay calm and eat healthy. I made a few of my favorite dishes and shared some of them with my friends.
Q&A With the AAAL Leadership

In this Q&A section, we respond to questions raised by graduate students to the AAAL and GSC leadership. These questions were collected through our needs analysis survey in June 2020.

Q: Can I submit my proposal for the 2020 conference to the 2021 conference?
A: Yes, you may submit proposals that were previously accepted for the 2020 conference, but they are not guaranteed to be accepted for the 2021 convention.

Q: What if I have turned my 2020 presentation into a publication already? Can I still propose it as a paper presentation at AAAL 2021?
A: AAAL is staying pretty strict to the policy stating that proposals must represent original, unpublished work. So, if a proposal was submitted for the 2020 conference and has since been published, we recommend that the submitters update the proposal with new, unpublished information and change the proposal, just enough from the published information, that it qualifies.

Q: My proposal was accepted for the 2020 conference, but because of the timing of the imposed isolation, I wasn't able to finish my project for the 2020 presentation. Could I still leave it as a cancelled presentation item on my CV? Or should I just move forward with other upcoming research projects and put this on the back-burner until next summer?
A: This seems like a question best fit for your advisor. There are some educators/universities/researchers who are extending dates for their graduate student research, but every university is different. Your advisor will know more information as it relates to you and will, therefore, be able to better guide you on this issue. If you decide to complete the project for the 2021 conference, you may still submit a proposal for it and have it finished by the 2021 conference.

Q: As professors in your own institutions, what is your expectation of research progress or quality of work by your graduate students?
A: This also seems like a question best fit for your advisor or professors at your institution. The AAAL Executive Committee would give their own personal opinion, but with every professor having different expectations, it may not be the best assessment for your personal circumstances.

Q: What are some resources AAAL provides for MA graduates in the field of AAAL?
A: The GSC has hosted and will continue to host webinars addressing general topics applicable for both M.A. and Ph.D. students in the field. In addition, we have organized graduate student events at AAAL conferences that provide opportunities for newcomers as well as seasoned graduate students. We will continue to assess the needs of the graduate student community and develop further resources for both M.A. and Ph.D. students in the field. We encourage our graduate student readers to participate in our upcoming survey to let us know about topics of interest to you! For your convenience, we have embedded the survey below.

Q: What is being done to address racial oppression, both historic and current, in AAAL as a whole?
A: We will be addressing this question in more depth through our Fall 2020 issue of the newsletter. Stay tuned!
What topics/themes would you like to see being discussed on the each of the following social media account?

AAAL GSC Youtube Channel *

Your answer

AAAL GSC Blog *

Your answer

Facebook, Twitter, Instagram, or Linkedin *

Your answer

Do you follow AAAL GSC on the following social media platforms? *

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How can we increase the interactivity of AAAL GSC platforms (e.g., Facebook, Instagram, LinkedIn, etc.)? *

Your answer

What are your favorite social media groups/pages about applied linguistics and TESOL that you follow? *

Your answer
Q&A with AAAL & GSC

American Association for Applied Linguistics (AAAL) and the Graduate Student Council (GSC)

Thank you for your interest in the American Association for Applied Linguistics (AAAL) and the Graduate Student Council (GSC)! Your questions will be forwarded to the AAAL and AAAL GSC leaderships. Answers to your questions may be published in our social media platforms or later issues of AAALGrads Newsletters.

GSC Website: www.aaal-gsc.org
Facebook: AAAL Graduate Students (https://www.facebook.com/AAALGrads/)
YouTube: AAAL GSC (bit.ly/2O5MURm)
LinkedIn: AAAL Graduate Student
Twitter: @AAALGrads

Please submit your questions about the organization, the AAAL conference, or anything related to the GSC below:

Your answer

Submit

Never submit passwords through Google Forms.

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Call for Proposals for the AAALGrads Newsletter (Fall 2020 Issue)
Theme: “Race, Equality, Justice, and Allyship”

1 Rationale
You are cordially invited to contribute to the Fall 2020 issue of the AAALGrads Newsletter. In response to the killing of George Floyd and the following protests sweeping the entire nation, many professional organizations, educators, scholars, researchers, administrators, and graduate students have taken a stance for racial equality, justice, inclusion, and diversity. On June 8, 2020 the AAAL Executive Committee wrote:

“Like much of the world, we are heartbroken by the murder of George Floyd. His tragic death further exposed the deep and systemic racism that has gone unaddressed for far too long. While institutionalized violence and anti-blackness are deeply woven into U.S. society (and many other regions of the world), the last two weeks have brought these long-standing inequalities into even sharper relief.

For many AAAL members, these events have been cause for reflection, and for renewed commitment to do and support work that contributes to greater social justice, anti-racism, and equity. One way we can contribute to addressing injustices is by listening, learning, supporting, and advocating for Black communities, Indigenous communities, and communities of color who continue to experience the damaging effects of historical trauma, oppression, and systemic racism and its consequences for educational, health, economic and other outcomes.”

Centered on the theme of “Race, Equality, Justice, and Allyship,” this issue of the AAALGrads Newsletter is intended as a continuation of the dialogue about creating more equitable, diverse, and racially just spaces in higher education, language learning, and society at large. As we acknowledge our obligation as educators, scholars, researchers, and/or (junior) administrators to help build such spaces, we invite the graduate student community to contribute to this critical conversation. Contributions may address questions such as:

- How are members of the academic community who identify as Black, Indigenous, and People of Color (BIPOC) impacted by systemic racism?
- How can we effectively engage with individuals or groups who believe that systemic racism, police brutality, hateful ideologies, or historical trauma are not real?
- What can administrators and universities at large do to build anti-racist spaces in which BIPOC individuals can prosper and feel welcomed and safe?
- How can our research in applied linguistics contribute to the fight for social justice, anti-racism, and equality?
- How can we research racism and the experiences of BIPOC individuals ethically and respectfully?
- What do language educators’ and practitioners’ experiences and responses to racism, hateful ideologies, and trauma look like, for instance in their teaching or classroom?
- How can non-BIPOC individuals become allies in the fight for anti-racism, justice, equality, and prosperity?
2 Possible Formats

We extend our call to include feature articles, resource reviews (e.g., books and technological tools), creative pieces (e.g., poetry, art, and video), and short “how to” or “what I wish someone had told me” blurbs for the “professional development corner.” The professional development corner is a new format which was created for graduate students to share and receive tips and advice surrounding their professional careers.

- **Feature Article.** A feature article should be about 750-1500 words. It should address and critically develop a question or idea related to the newsletter theme. Feature articles can report on empirical research, take a theoretical perspective, or share completed projects and administrative work.

- **Resource Review.** A resource review should be about 500-750 words. It should critique material (e.g., books, textbooks, technological tools, or website) that might be helpful to graduate students. You are expected to have read and/or used the reviewed material before you write your review. For your proposal, please include a brief summary of the resource and your opinion of its helpfulness for graduate students.

- **Creative Corner.** The Creative Corner is an experimental section designed to feature the creativity and diverse experiences of graduate students in our field. In addition to short essays, submissions in this section may include poetry, art, and/or a high quality video related to graduate student life. Creativity and freedom of expression are encouraged, but please remember to keep your contribution in a format that’s easily submittable. Personal experiences related to our theme are encouraged!

- **Professional Development Corner.** Blurbs for the professional development corner are 500-to-750-word “how to” or “what I wish someone had told me” reports by advanced graduate students. The format can take several shapes, such as, but not limited to: a short narrative of a successful strategy, a “do’s and don’ts” list, or a flowchart. The goal of this newsletter section is to give graduate students adequate support and guidance as they navigate their graduate careers. In that vein, please maintain a professional tone and positive outlook. **Do not refer to institutions, departments, or individual people by name.** Authors are encouraged to connect their advice to the newsletter theme.

Possible topics for the professional development corner include, but are not limited to:

1. How to build a mentoring relationship
2. How to start publishing early
3. How to build a versatile professional profile
4. How to job hunt effectively
5. How to find funding
6. How to develop a strategic plan
7. How to develop time- and project management skills
8. How to network effectively
9. How to develop leadership skills
10. How to explore alternative/alt-ac career paths
3 Guidelines for Proposals, Submission, and Timeline

Your proposal should...

- be approximately 300 words
- provide your name, department and institution, degree, and area of study
- identify the section of interest (feature article, resource review, creative corner, or professional development corner)
- include a brief overview of what you plan to submit
- confirm your ability to commit to the timeline (provided below)

Proposals will be collected through this Google Form and are due by August 17, 2020 @ 11:59 PM Eastern Time. You can submit a proposal if you’re a graduate student in the field of applied linguistics--you do not have to be a current AAAL member.

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<th>Tentative Timeline</th>
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<tr>
<td><strong>Monday, August 17, 2020</strong></td>
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<tr>
<td>Proposals due</td>
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<td><strong>Monday, August 24, 2020</strong></td>
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<td>Authors notified of acceptance</td>
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<td><strong>Monday, September 21, 2020</strong></td>
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<td>First draft of manuscripts due</td>
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<td><strong>Monday, September 28, 2020</strong></td>
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<td>Editors provide feedback to authors on first drafts</td>
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<td><strong>Monday, October 5, 2020</strong></td>
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<td>Revised drafts due</td>
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<td><strong>Monday, October 12, 2020</strong></td>
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<td>Editors provide additional feedback if necessary</td>
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<td><strong>Friday, October 23, 2020</strong></td>
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<td>Final drafts of manuscripts due</td>
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Feedback on AAALGrads Summer 2020 Special Issue

You may be aware that we used to publish the newsletter as a single PDF. The GSC steering committee decided to change the format of the newsletter, starting with this website-based summer issue. As we continue exploring options, we need to hear your opinions, too. Please take a moment to fill out our survey about this issue. Your feedback will help us to better serve you and meet your interests in the future.

Email address *

Are you familiar with the old format of the newsletter (PDF)? If not, you can review the old format on our website: [https://www.aaal-gsc.org/past-issues](https://www.aaal-gsc.org/past-issues)

- Yes
- No
- Not sure

On a scale of 1 (not at all) to 5 (very much), how much do you like the new website format?

- Not at all
- Somewhat
- A little
- A lot
- Very much

What about the new website format do you like?

Your answer

What about the new website format do you not like? What suggestions for improving the website format of the newsletter do you have?

Your answer

The GSC is committed to creating a barrier-free experience for all graduate students. Did you encounter any accessibility-related issues while using the summer edition of the newsletter?

- No problems
- Minor issues
- Serious issues

If you said "minor issues" or "serious issues" above, please explain.

Your answer

Which format do you prefer?

- The old PDF format
- The new website format
- Something else

If you said "something else" above, please explain.

Your answer

Is there anything else you would like to share?

Your answer

Send me a copy of my responses.

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This piece originally published at [https://www.aaal-gsc.org/feedback-new-format](https://www.aaal-gsc.org/feedback-new-format)